DOCUMENT RESUME

ED 420 405 PS 026 571

AUTHOR	Pascal, Christine; Bertram, Tony
TITLE	Effective Early Learning: Case Studies in Improvement. 0 to Eight Years Series.
ISBN	ISBN-0-340-67375-3
PUB DATE	1997-00-00
NOTE	167p.
AVAILABLE FROM	Bookpoint Distribution Ltd., 39, Milton Park, Abingdon, Oxon OX14 4TD, England, United Kingdom; e-mail: orders@bookpoint.co.uk (9.99 British Pounds Sterling).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055) -- Reports Research (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Case Studies; Cooperation; Day Care; *Early Childhood Education; Educational Quality; Employer Supported Day Care; Evaluation Research; Foreign Countries; Nursery Schools; Partnerships in Education; Personal Narratives; Program Effectiveness; Program Evaluation
IDENTIFIERS	Day Care Quality; Involvement Theory; Playgroups; *Program Characteristics; United Kingdom; Vygotsky (Lev S)

ABSTRACT

This book presents nine case studies describing the experiences of practitioners involved in the first, developmental phase of the Effective Early Learning Research Project, providing a topical discussion of criteria and methodologies for evaluating and improving the quality of learning in a variety of early years settings in the United Kingdom. Each case study is accompanied by a set of questions posed by the editors which highlight the important features of the process and suggest ways in which early years workers can examine and reflect on their own practice. Intended for early childhood practitioners, the book provides first-hand accounts of the benefits to programs and the impact of collaborative partnerships between practitioners and researchers on program quality. Following an introduction describing the theoretical and philosophical underpinnings of the research, the case studies focus on the implementation of a process of externally validated self-evaluation, which leads directly to action planning and improvement. The sites for the case studies are as follows: (1) local education authority nursery school; (2) family center; (3) private day nursery; (4) preschool playgroup; (5) social services day nursery; (6) nursery class within a primary school; (7) private day nursery; (8) workplace nursery; and (9) primary school reception class. The book's final chapter examines issues which need to be considered by practitioners involved in a process of validated self-evaluation and improvement. Contains 95 references. (KB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****